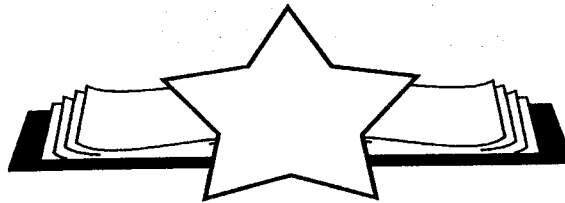


## NEW JERSEY

2001-2002

## Guidelines and Application

STAR



SCHOOLS

**Deadline for Application to County Office:**  
**DECEMBER 14, 2001**

The Star School application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page

County	Cape May
District (Proper Name)	Middle Township School District
Address	Street P. O. Box 216 S. Main Street City Cape May Court House New Jersey 08210
Telephone	Fax (609) 465-1800 Email Fax (609) 463-1979
Chief School Administrator	Dr. Robert Elder
Nominated School (Proper Name)	Middle Township Elementary #2
Address	Street/P. O. Box 101 W. Pacific Ave. City Cape May Court House New Jersey 08210
Telephone	Fax (609) 465-1827 Ext. 300 Email Fax (609) 463-1909
Principal	Russell N. Simon
Chief School Administrator's or Charter School Lead Person's Signature	Robert D. Elder

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature

NEW JERSEY  
STAR SCHOOLS  
2001-2002 APPLICATION

RESPONSES to the information below and the statements must be ANONYMOUS. No reference should be made to the names of the district, the school or the community. Use the words "the school" in referring to the applicant in the responses to the statements.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	School Enrollment <u>584</u>
<input checked="" type="checkbox"/> Elementary School	<u>3-5</u>	Name of the School's Specialization
<input type="checkbox"/> Middle School	_____	<u>Whole school Reform:</u>
<input type="checkbox"/> Junior High School	_____	<u>Literacy for All</u>
<input type="checkbox"/> High School	_____	_____
<input type="checkbox"/> Other: _____	_____	_____
Location:		
<input type="checkbox"/> Urban/city; <input type="checkbox"/> Suburban with urban characteristics; <input type="checkbox"/> Suburban; <input checked="" type="checkbox"/> Small City/Town; <input type="checkbox"/> Rural		
Previous Star School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, Year(s) _____		

KEYBOARDED RESPONSES to the statements below must be no more than a total of five pages. Keyboard the statement followed by the response.

1. Describe the school's specialization and its objectives, the student educational needs and the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* that it addresses. Detail how it promotes high student achievement and contributes to school-wide accomplishments.
2. Describe the professional development activities and research of the school's faculty. Detail to what extent these activities contribute to exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization.
3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies implemented.
4. Describe the school's overall approach to assessment. How are your methods aligned to the specialization? How are you ensuring that the content you are measuring is consistent with the *Core Curriculum Content Standards*? Provide student performance data for at least the 1999-2000 and 2000-2001 school years. Use state tests and, if available, national and/or district standardized norm-referenced tests, criterion-referenced tests, and/or alternative assessments. Explain any dramatic increase or decrease. Specify which groups, if any, are excluded from the assessments for which you provide data. Give the percentage of students excluded. You may use a chart.
5. Describe collaborative efforts with families, business, the community, school districts, and/or higher education that contribute to a school environment governed by the students' needs and promoting high student achievement.
6. **Previous Star School Winners Only:** Provide a one-page addendum to your application that describes efforts to expand or replicate the specialization within the school and/or the district. Have there been dissemination activities beyond the school or district? If so, please elaborate.

\*The May 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.  
6appss.01-02b

1. Describe the school's specialization or whole-school reform model and its objectives, the student educational needs, and the specific *Core Curriculum Content, including the Cross-Content Workplace Readiness Standards*,\* that it addresses. Detail how it promotes high student achievement and contributes to school-wide accomplishments.

*"Nine tenths of education is encouragement." Anatole France*

Our school recognizes that students, with a strong foundation in literacy, possess an essential tool for success that can be utilized when encountering many challenges in the future. Through the expansion and enrichment of literacy training, instruction and materials, our school has endeavored to create classrooms that teach students about themselves, others, and the world beyond them. To improve student achievement in literacy, our school has implemented a series of developmentally appropriate reforms. These reforms include: (1) significant reduction of class sizes (2) implementation of a three block Balanced Literacy framework (3) collaboratively taught, self-contained homeroom classes (4) school wide character education development and (5) vast opportunities for ongoing professional growth.. The impetus for change grew from a thorough and detailed administrative analysis of our school's 1998 Terra Nova Standardized Test results, cumulative student grade reports, and instructional programs, which revealed a need for improvement in the areas of reading and writing. Our vision is to build a literacy-centered community, tailored to meet individual students' needs, while simultaneously offering every child a wider range of grade level learning experiences unique to smaller classes. It is the shared goal of educators in our intermediate level grade school, that each student take on the role, indeed, envision themselves as "expert readers and writers". In addition, our teachers have accepted the challenge of meeting each student's intellectual needs in the content areas to more effectively integrate a variety of daily reading and writing experiences. The school's atmosphere, which fosters a sense of community, individuality and spirit, is reflected in our longstanding motto, "S.T.A.R.S. at \_\_\_\_\_" which stands for "Success Through Accepting Responsibilities at \_\_\_\_\_". In fact, our school pride, which permeates throughout the building, is embodied in the familiar saying, "We don't fit the mold- We create the mold!"

Utilizing the *NJ Core Curriculum Content Standards* and the Balanced Literacy approach as an instructional foundation, we have raised our students' achievement in literacy by developing their tastes and interests in reading as well as integrating a wide range of writing experiences. In essence, we have utilized a series of tools to assess each student's literacy level and then match the reading materials and instruction to the individual learner's needs. Teachers, in our downsized, collaboratively taught classes, have increased opportunities to gain an in-depth knowledge of his/her students' academic performance levels, which further allows them to identify and strengthen specific skills within a literacy block. While determining the learning zone of each child, our teachers build upon what children already know in literacy, as they gradually extend their knowledge base with instructionally leveled materials. This more rigorous systemic instruction, along with a range of interrelated learning approaches, has resulted in increased literacy achievement, higher standardized test results and a true design for programmatic changes.

An essential component of literacy is written expression and we have addressed this area through a school-wide initiative to integrate writing instruction in all of the content areas. As an additional source to measure each child's yearly growth in written expression, we administer a teacher-selected poem/picture prompt to our students in the fall and the spring. The results are holistically scored by our teachers, analyzed by our assistant principal and collectively shared with the staff, with the intent to improve each student's score by one point or better. To gain an overall picture of a student's literacy development, we have created a Literacy Profile, a teacher designed scheduling and classroom placement tool, that identifies the student's year-end level of achievement in reading, writing, speaking, spelling and handwriting. Two years ago, our school moved away from the parallel block scheduling instructional periods, which had Extension classes of more than 30 students, and instituted collaboratively taught, self-contained homerooms that average up to 22 students in a classroom. The reduction in class sizes provided teachers with increased instructional time and opportunities to delve more deeply into meaningful literacy instruction. In addition, for the past three years, our students and staff have participated in a fully implemented character education program, which is also thematically integrated into our literacy materials and program. Staff and parents work with our students throughout the year to display "**TRRFCC**" (pronounced like "Terrific") **Trustworthy, Respect, Responsibility, Fairness, Caring and Citizenship** character-building traits. When visiting any one of our collaboratively taught classes, you might view our students listening to an interactive read aloud, writing with a partner after a crafted mini-lesson, reading a self-selected novel during Reader's Workshop, revising a draft from the Writer's Workshop, or participating in a lively discussion of an interesting word, phrase or quote during a Book Club session. Imagine reading a book of your choice, for thirty uninterrupted minutes – stopping periodically to conference with a teacher regarding your progress or book project completion. If you arrived at the end of a Writing block, you might witness the assembling of students in a particular area of the classroom, to share a segment of a child's "writing piece in progress" as he/she sought suggestions to

improve the written draft. To accommodate our students' ever growing literary appetite, our media specialist has aligned her book selections with the balanced literacy program through the purchase of leveled titles in the school library. Classroom library visitations include "book talks" given by the media specialist to spur the students' interest in different literary genres. An added caveat to the implementation of our balanced literacy program has been our teachers' observations that overall classroom discipline incidents have decreased and students in the smaller classes tend to be more actively engaged in learning activities for a longer period of time. We are pleased to see students reading under the trees at recess, reading while waiting for a turn at kickball, and, even reading in our waiting room before visiting the Vice Principal regarding a disciplinary matter! Our guidance counselor also plays an integral role in the literacy and character education programs. She engages students in her counseling groups with a variety of social skills stories. Group sessions are often begun or followed up by brief writing tasks or journaling to explore children's feelings or attitudes about a sensitive topic. In addition, our counselor visits classrooms and uses various reading selections/writing pieces as "springboard" activities to introduce a social skill or character trait lesson. A school wide character education focus challenged every student to show more "Respect and Responsibility". Through the creation of a homeroom Town Council, the students met with the administrators on a monthly basis to spearhead efforts to address the two character traits in our school. The Town Council initiated school wide activities such as 30 Days of Respect and Responsibility, Eye Spy Respect or Responsibility, collaborative homeroom poster contests, and school wide Respect and Responsibility skits. They also created a catchy saying, which was printed on a school tee shirt, **"Come over to \_\_\_\_\_ school for some R&R – Respect and Responsibility!"** Other school-wide programs that support academic achievement and focus on enriching literary/language experiences include: Pupil of the Week, Homework Club, Scrabble Club, National Honor Society Mentoring with at-risk students, the Rainbow Dance Club, a multi-level choir program, a beginning and advanced level band program, Science and Math Olympiad, Scripps-Howard National Spelling Bee, Bus Safety Program, Peer Mediation,

2. **Describe the professional development activities and research of the school's faculty, and detail to what extent these activities contribute to the exemplary teaching practices in their classrooms. Explain the link between these activities and the specialization or whole-school reform.**

***"If our teaching is to be an art, we must draw from all we know, feel, and believe to create something beautiful."***  
**Lucy Calkins**

The administration and teaching staff at our school recognize that lasting changes in literacy education can only occur through on-going professional development that are situated within true design for change. Our district has taken the initiative to provide extensive and meaningful teacher training workshops that promote widespread changes in the teaching of literacy. The majority of our regular, Basic Skills, and Special Education teachers have attended training sessions during the summer, weekends and after school in various areas of literacy, including the Balanced Literacy framework: **The Reader's Workshop**, which fosters independent reading, **Guided Reading**, provides directed small group reading instruction, **The Writer's Workshop**, features independent writing experiences, **The Writer's Notebook**, investigating and writing about topics, in-depth **Working With Words**, introduces and reinforces word study and phonics instruction, and **Book Club or Literature Circles**, promotes the sharing of book selections in small heterogeneous groups. Many of our teachers have also completed training to administer a **Qualitative Reading Inventory**, which assesses an individual child's grade level reading. Last summer, our teachers participated in a workshop, **Reading and Writing in the Content Areas**, which focused upon reading strategies that may be utilized in the Science and Social Studies. The Special Education teachers have completed training for the more intensive, multi-sensory **Orton Gillingham Approach** to instruct our most developmentally delayed, at-risk readers. Homeroom teachers, with exceptional students have attended a **"Teaching the Exceptionally Able Student"** district-wide training session, facilitated by our Assistant Superintendent. Many of the regular, Basic Skills and Special Education fourth grade teachers, also participated in a **"Reading: ESPA Preparation"** literacy workshop to acquire the new strategies in preparation for statewide testing. Rick Welsh, a collaborative teacher trainer, also presented a series of collaborative teaching workshops for Special Education and regular education teachers who wanted to define and strengthen each one's role in a classroom lesson. Additional staff professional development included teachers, who visited other school sites to observe their balanced literacy program, literacy-based Berg workshops, grade level articulation and running records training utilizing commercially designed benchmarks. Ongoing character education development has included materials, activities and presentations that enrich the ability of our staff in delivering an additional educational dimension to the students. Our school principal, a certified Stephen Covey facilitator, has presented staff training in "The Seven Habits of Highly Effective People". Special areas teachers in computers, Art, Spanish, physical education, music and French, have also integrated literacy-based learning projects, often in collaboration with grade level

homeroom thematic units. Every administrator completed a training session on the Balanced Literacy framework to further articulate and develop our common goal of improving literacy standards in the district. Recognizing and addressing the strengths and challenges of multicultural education was addressed in a district wide "Diversity in Education" presentation.

Our overall goal for offering extensive professional development experiences has been to increase student success in literacy, character education and other related areas. We have met this objective, while garnering additional practices that has led to a greater teacher commitment in improving the practice of teaching literacy in each classroom. Within various classrooms, teachers have been able to collaborate, create and implement engaging literacy centers, word walls, mini-lessons, graphic aids, discussion groups, response journals, research projects and poetry workshops. Greater emphasis has been placed upon our students to read and gain information from a wider range of genres. Teachers, at each grade level, work collaboratively to engage students in pairs or groups for activities/projects such as author study, book marks, diaries, reader's theater, short writes that reinforce the multiple paths to explore meaning. In addition, they have gained a plethora of "fix-up" strategies to utilize for struggling readers and writers from ongoing professional development workshops including the use of anticipation guides, literacy bookmarks, KWL charts and strategic guided reading teaching points. During subsequent follow-up workshop sessions, our staff has been able to share their successes and frustrations with particular segments of the Balanced Literacy blocks essential for the planning of future in-service opportunities.

**3. Describe the leadership style of the school's administration and how the management and educational program demonstrate administrative and fiscal efficiency. Describe any innovative scheduling and/or management strategies implemented.**

*"The leader of the future, of the next millennium, will be one who creates a culture centered upon principles."*

**Stephen Covey**

Today's elementary administrators face many challenges, demands, and issues. Our administrative team, that includes the principal and vice principal, continually model a paradigm of excellence through their constant collaboration on all facets of decision-making regarding our school's direction. Their style could best be described as an eclectic mix of expertise in the crucial areas of school organization, climate, community ties and curricular decision-making. As educational pathfinders, they recognize the key role that school administrators, play in implementing, supporting and sustaining desired school wide change. Through the shared empowerment and involvement of educators and paraeducators in our school, our administrators provide constant information, reinforcement and articulation regarding curricular changes, district wide initiatives, and alignment of our educational programs with the N.J. Core Curriculum Content Standards. With administrative coordination, every student, teacher, instructional staff member and parent was involved in the process of creating our school's mission statement. In their efforts to maximize the literacy and learning potential of every student, the administration has been supportive in hiring a part-time literacy coordinator to select and organize the balanced literacy textual resources. Maintaining the same budgetary costs as the previous year, our administrators have collaborated with the literacy coordinator to prudently purchase select Core Literature titles, guided reading texts, writer's workshop tools and library books crucial to delivering instruction using the major components of the Balanced Literacy approach. Our administrative team strongly believes that every child should periodically have carefully planned opportunities to work with on-grade level materials in literacy cycles. They have reached that goal through creatively scheduling one of two collaboratively paired teaching settings on each grade level. Any one of 27 grade 3-5 homerooms may consist of a regular education and a Basic Skills teacher or a regular education and Special Education teacher. An added benefit to two teachers in each classroom has been a return to self-contained settings, where the class sizes have been reduced to an average of 21 students in each collaborative homeroom.

An administrative proactive stance has been taken to the scheduling and placement process for every student. Three days are designated in the spring to create every student's classroom placement for the following year. Two teachers on each grade level volunteer an instructional day, to create a heterogeneous class list for 9 third grade, 10 fourth grade and 8 fifth grade homerooms in the upcoming school year. Since nearly 200 of 584 students enter from grade two, we also invite a group of second grade teachers to assist us in third grade student placement process. Information from our teacher generated Literacy Profile further assists us in the best placement for every student. The principal and the vice principal continually participate in the scheduling and placement process, giving their input regarding any ill-suited student combinations or extenuating circumstance that may affect the selection of the best learning environment for each student.

It is commonplace to see either of our administrators reading to a class, writing individual class thank-you notes, initiating and judging writing contests, inviting guest writers or readers, or, as one teacher commented, "They'll support almost anything, if it has to do with the kids reading or writing!" Both of our administrators, to stay abreast of the most current trends, have not only attended district-wide administrative/teacher workshops in areas such as diversity, leadership, and literacy, but also have facilitated several on site teacher in-services in both of these areas to other educators in our district. Modeling and supporting the best practices in reading and writing is what makes them true literacy leaders.

4. Describe the school's overall approach to assessment. How are your methods aligned to the specialization? How are you ensuring that the content you are measuring is consistent with the *Core Curriculum Content Standards*? Provide student performance data for at least the 1999-2000 and 2000-2001 school years. Use state tests and, if available, national and/or district standardized norm-referenced tests, criterion-referenced tests, and/ alternative assessments. Explain any dramatic increase or decrease. Specify which groups, if any, are excluded. You may use a chart.

*"Learning means having access to multiple opportunities for participation and assessment."* Linda Lambert

Our school's major concern in every classroom is not only what is being learned, but also how much students are learning. Teachers and administrators have taken a proactive role in the realm of assessment. They use assessment as a means of inquiry, utilizing a blend of various tools including performance-based, authentic, or classroom-based measurements. Of course, all teachers keep individual records of student progress, coupled with ongoing evaluations, which address the various learning styles of our students. Their student centered approach to assessment includes qualitative and quantitative data gathered from running records, standardized tests, teacher/classroom observations, teacher/student conferencing, pre/post school-wide writing tests, oral presentations and reading/writing logs. The aforementioned tools, utilized within the Balanced Literacy Framework, are designed to develop a deeper understanding of the individual learner in specific literacy contexts. Classroom practices and materials, including the Balanced Literacy approach, are driven by the school's approved curriculum, which was recently revised to align with the NJ Core Curriculum Content Standards. Ongoing evaluation and alignment of our curriculum is addressed during the summer sessions and half-day district wide in-service teacher workshops.

Since school wide focus has been placed upon literacy, character education, and collaborative teaching, we have seen evidence of our students' higher academic performance in Reading, Language, and Writing national percentile scores on the Terra Nova and N.J. E.S.P.A. standardized test results.

1999-2000 Regular Education TERRA NOVA RESULTS				// 2000 - 2001 Regular Education TERRA NOVA RESULTS			
	Rdg.	Lang.	Math		Rdg.	Lang.	Math
Totals:	57.3%	59%	57%		61%	62.3%	59%
1999-2000 Special Education TERRA NOVA RESULTS				// 2000 - 2001 Special Education TERRA NOVA RESULTS			
	Rdg.	Lang.	Math		Rdg.	Lang.	Math
Totals:	14.3 %	14.6 %	22.4%		18.2 %	20.6 %	26%

In addition, our NJ Grade 4 ESPA statewide results have shown a significant improvement in the areas of Language Arts Literacy, which can be directly attributed to instructional and programmatic changes:

1999-2000 Regular Education GRADE 4 E.S.P.A. RESULTS						// 2000 - 2001 Regular Education GRADE 4 E.S.P.A. RESULTS					
Lang. Arts Literacy		Mathematics		Science		Lang. Arts Literacy		Mathematics		Science	
Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.
45.1%	1.7 %	48.6 %	11.6%	64.2%	23.1	73.4%	6.5%	37.8%	13.0%	55.5%	32.9%
1999-2000 Special Education // GRADE 4 E.S.P.A. RESULTS						2000 - 2001 Special Education GRADE 4 E.S.P.A. RESULTS					
Lang. Arts Literacy		Mathematics		Science		Lang. Arts Literacy		Mathematics		Science	
Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.	Prof.	Adv. Prof.
27.9 %	0 %	34.9 %	2.3%	55.8%	23.3%	57.5%	0 %	26.3 %	5.3%	55.0 %	15.0

Overall, higher test achievement was shown on the national and statewide tests for our regular and Special Education students in the targeted areas of literacy; however, we feel that there is a direct correlation to the gains in the areas of math and science as well. Presently, all of our student population is tested in either the regular education or Special Education setting, with modifications. Our school takes pride in not "teaching to the test", instead offering a wealth of literacy experiences that can be measured and utilized by our budding lifelong readers and writers. Supportive instruction, sound and effective teacher training, and the implementation of longer literacy blocks has prepared our students for a more successful testing experience by increasing their reading and writing stamina.

Our school does not simply rely on test data to measure success for many of the school wide reforms. Evidence of our positive school climate is demonstrated by the student attendance rate, which is currently at 95.2%, and the daily teacher attendance rate, which is 94.1% - both are the highest percentages achieved in the school district. A direct result of our character education program and focus upon respect in our school has been a 39% decline in disciplinary referrals during the past year. An annual character education assessment tool designed and assessed by the teachers, parents, and students revealed significant growth in character pillars, trustworthiness, respect, responsibility, fairness, caring and citizenship. Parental participation in conferences, school activities, and volunteer events has significantly grown as more of our students meet classroom success and involve themselves in school wide character building extracurricular activities. We believe one of the most concrete indicators of success in literacy is student participation on the school's newspaper, **The Panther Press**, which boasts a staff of two teacher advisers and 118 students! Yet, most critical to the success of our program and test results is the shared understanding, ownership, and responsibility taken by the teachers to address school-wide literacy development.

**5. Describe collaborative efforts with families, businesses, the community, school districts, and/or high education that contribute to a school environment governed by the students' needs and promoting high student achievement.**

***"A sense of community and spirit engenders a "together we can do it" attitude." Patricia Cunningham***

Creating effective partnerships between schools, parents, and communities isn't just a nice idea; we feel that it's a necessity. We continually strive to bring attention to our students' achievements by reaching out, assuming some risks, and taking an initiative toward building better communication and collaboration with families and community agencies. Our administration maintains successful communication with parents through a monthly **"S.T.A.R.S. at \_\_\_\_\_ Parent Update"** newsletter, which details upcoming school events, programs, and changes in school policies. Our computer teacher generates a school website, that further familiarizes the community with the staff, mission statement, calendar, school concerts and special classroom activities. Our extremely active **Parent Teacher Association** creates a parent newsletter filled with PTA sponsored fundraisers, volunteer opportunities and narratives from class trips. Parents complement the literacy program through volunteer classroom reading, participation in our annual book fair and attendance at curriculum information nights. The fifth grade hosts a Veteran's Day program, which draws many of our students' parents in the military as well as local veterans, to share their experiences in the different branches of the armed forces. On "Sundae Night", a Friday evening in the spring, our parents gather for ice cream and information regarding summer programs offered in the community. Many of our parents are involved grade level classroom projects such as the Thanksgiving feast, classroom trips to local museums, poetry presentations, paper making, skits shown to the primary students, Kwanzaa activities and a host of other activities. Community involvement is fostered through our continuing ties with two of the town's local recreation programs, one which sponsors an after school **Homework Club** at the Martin Luther King Center for many of our at-risk students, and another which sponsors the Little League football, basketball and cheerleading programs. Volunteer tutors from the United States Coast Guard Training Base have met with designated students on scheduled days for reinforcement in reading related subjects. Many of the local businesses have supported our character education and literacy programs. Sturdy Savings Bank provided the monies to present the program, "Seven Quilts for Seven Sisters" to each grade level during a school assembly. The local Municipal Alliance has coordinated and sponsored the training for the peer mediation program. The Coalition Against Rape and Abuse, CARA, has worked in collaboration with our assistant principal and the guidance counselor to present Anger Management sessions to at-risk students in social skill streaming classes. To further develop our students' sense of self worth in Service Learning projects, the physical education teachers have collaborated with the children and a local radio station to raise over \$8,000.00 in **Jump Rope for Heart** for the American Heart Association. Our fourth grade classes collected over \$6,000.00 in the "Pennies for Patients" program for the American Diabetes Association, donated and a school wide drive produced baskets for local needy families at Thanksgiving. Our connection to Rowan University remains constant through the many positive student teaching experiences that we've coordinated with veteran teachers. Professors in the reading department have participated in our literacy workshops, sharing process reading and writing strategies. Our administrators have given back to higher education through periodic guest lectures on leadership and literacy at Stockton University. Most of the above instituted programmatic changes have led to not only a more encouraging school atmosphere, but also a greater love of learning, which, in turn, produces more students showing ***Success Through Accepting Responsibilities at \_\_\_\_\_, or "S.T.A.R.S. at \_\_\_\_\_"***.